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ABSTRACT

By emphasizing the contributions of Negroes to the culture of the United States, this K-12 curriculum guide seeks to point out the fallacies which hinder the development of intercultural and interracial education and, simultaneously, to foster racial and cultural understanding in a desegregated school system. Materials include (1) suggestions for such all school activities as assemblies, publications, student exchanges, and faculty and parent orientation programs, (2) suggested teaching and learning activities for grades K-6, and (3) language arts, social studies, mathematics, science, art, music, and physical education activities for grades 7-12. Included are a professional bibliography and lists of audiovisual materials, suggested readings in Negro literature, and display ideas. (JM)

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EDUCATION
for
INTERCULTURAL RELATIONS

(Grades K-12)

*****

Produced by Committees of the Professional Staff During the
School Year 1967-1968

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EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
Evansville, Indiana

1968

TE 001 986

FOREWORD

In keeping with the philosophy that each student has the right to develop to his optimum, the Evansville-Vanderburgh School Corporation has endeavored to create a climate where desegregation and integration in the public schools could be achieved by taking these steps:

Integration of faculty and staff assignments.
Initiation of a volunteer student transfer plan for the elementary schools.
Abolishment of segregated secondary schools.
Elimination of defacto segregation in the elementary schools.

The above action leads to desegregation but not necessarily racial and cultural integration. Therefore, the Evansville-Vanderburgh School Corporation has involved approximately 30 members of its staff in the preparation of a manual, entitled Education For Intercultural Relations.

In so doing, the Evansville-Vanderburgh School Corporation recognizes that:

> Its students, through their own capacity and training for intelligent living, should be able and expected to make a contribution to effective human relations in whatever community they find themselves.
>
> Its students will move out into a diverse world of peoples, cultures, and political ideologies as they seek employment, enter the armed forces, travel for pleasure and education, or take up residence in other localities or countries.
>
> Therefore, its teachers and administrators must continuously emphasize and exert creative effort to educate for social responsibility through making students aware of changing conditions and helping them develop their skills in critical thinking and problem solving.

The need is evident. Students of all races must learn the meaning of race and the difference it does or does not make in their lives. Intercultural and interracial education is the promotion of full acceptance of all individuals on the basis of personal worth. It is the effort to break the chains of prejudice and discrimination and replace them with understanding, respect, and cooperation; thus making it possible for every student to develop and live with dignity, self-respect, and pride.

PURPOSES OF THE MANUAL

To present methods and materials for inclusion in the present curricula in order that they may be truly intercultural and interracial.

To provide a professional background of information, experiences, and materials which familiarize teachers with trends in intercultural and interracial education.

To destroy myths and point out fallacies which hinder the development of intercultural and interracial education.

To prepare for and encourage full citizenship in a democratic society for all peoples.

The publication, Education for Human Relations, by the Madison Public Schools, Madison, Wisconsin lists the following concepts and understandings appropriate to human relations intergroup education.

THERE ARE MANY DIFFERENT KINDS OF PEOPLE

. Understands that he is a unique individual.
. Understands that people differ in physical characteristics.
. Understands that people differ in skills, abilities, contributions.
. Understands that there are more differences between individuals than between groups.
. Understands that differences rarely imply value.
. Understands the origin of physical differences among groupings.

ALL PEOPLE HAVE BASIC SIMILARITIES AND NEEDS

. Understands that all people have basic needs and wants.
. Understands that all people have similar feelings, desires, problems.
. Understands that differences among people are much less numerous and significant than similarities.
. Understands that all people have the need for identification, belonging, acceptance, and expression.
. Understands that biologically all human beings are very similar.

ALL PEOPLE HAVE THE SAME BASIC RIGHTS AND RESPONSIBILITIES

. Understands that all people have strengths and weaknesses.
. Understands that all people have the right to be respected as human beings.
. Understands that all people have the right to make positive use of their talents, abilities, and intellect.
. Understands that all people have the same basic personal, legal, civil, social, and economic rights within the structure of responsibility.

ALL PEOPLE HAVE THE POTENTIAL FOR CONTRIBUTIONS TO SOCIETY

. Understands the idea and need for cooperation.
. Understands the meaning and implication of interdependence.
. Understands that contributions to human welfare are universal in source and in application.
. Understands that rules and standards are necessary for group functioning.
. Understands the physical, cultural, social, and economic interdependence of people.
. Understands the ways in which people and groups of the past have contributed to the present and how the present contributes to the future.
. Understands that all social structure requires interdependence.
. Understands that the individual makes greater contributions to society when he can strengthen his ability to direct his own behavior.

ALL PEOPLE ARE INFLUENCED BY FACTORS BEYOND THEIR CONTROL

. Understands that people have characteristics they could not or need not change.
. Understands that people are influenced to a greater degree by factors beyond their control than by factors within their control.
. Understands that the influence of physical, cultural, economic, and social environment determine, to a large degree, the actions of a group.
. Understands that physical characteristics that are inherited, influence the actions of individuals and groups.
. Understands that a large share of the actions of the individual are conditioned responses to his needs.

TABLE OF CONTENTS

Page

SUGGESTED ALL-SCHOOL ACTIVITIES

NOTES TO THE PRINCIPAL 1
ASSEMBLIES 2
DISPLAYS 3
STUDENT EXCHANGE 4
EXTRA-CURRICULAR 4
FACULTY ORIENTATION 5
PARENT ORIENTATION 6
SCHOOL PUBLICATIONS 7

SUGGESTED ACTIVITIES FOR GRADES K-6

SUGGESTIONS TO THE TEACHER FOR USE OF THE MANUAL (GRADES K-6). 9
KINDERGARTEN 10
GRADE ONE 14
GRADE TWO. 18
GRADE THREE 22
GRADE FOUR 26
GRADE FIVE 30
GRADE SIX 34

SUGGESTED ACTIVITIES FOR GRADES 7-12

SUGGESTIONS TO THE TEACHER FOR USE OF THE MANUAL (GRADES 7-12) 38
LANGUAGE ARTS 39
SOCIAL STUDIES 51
MATHEMATICS 65
SCIENCE. 67
ART 69
MUSIC 71
PHYSICAL EDUCATION. 79

BIBLIOGRAPHY 85

NOTES TO THE PRINCIPAL

All Americans are immigrants! Understanding each other is a must if our democratic society is to grow and prosper.

Children of whatever racial and cultural background are not born with prejudice, dislike, or hatred of people. These reactions are learned. The home is perhaps the first place where youth first acquire attitudes of prejudice. Thus, if the school is to serve society in the area of developing human understanding, it must contribute to changing these attitudes of prejudice in order to insure a society with human understanding.

As a result of the report made by the Integration Study Group in 1967, the Evansville-Vanderburgh School Corporation is committed to fostering early in the school program wholesome attitudes toward all people, regardless of race, nationality, or religion. The most effective way to develop this commitment in our multi-ethnic society is through improved understanding and appreciation of the individual worth and the contributions of the various cultures of the society in which we live.

This section of the manual is directed to the school principal. It is under his leadership, as he works with teachers and children, that the goals of improved human relationships within his school will be realized. A minimum list of all-school activities and suggested ideas for implementing these activities is presented for each principal's consideration. By no means, should these activities be considered all-inclusive. The principal is encouraged to go beyond this list by using his own imagination to motivate understanding in the area of human relations.

The following helpful hints may serve as guides to the principal as he goes about this challenging professional responsibility.

1. Involve as many teachers and students as possible in the planning and execution stages.
2. Select enthusiastic committee leadership.
3. Personalize as many activities as possible through the use of local resources, community leaders, and promotional materials.
4. Concentrate on building inter-group understanding along with appreciation of minority group contributions.
5. Publicize within the school district each event as an individual activity.
6. Evaluate constantly and make revisions in planned programs as needed.

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SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
Assemblies	**Assembly programs, when planned and presented with a high degree of student-teacher involvement, contribute to the development of attitudes and appreciations which carry over to out-of-school and adult life.** **Under competent guidance, students may share responsibility for selecting, organizing, and evaluating the activities and outcomes.**	**Assembly ideas may include: Symposiums growing out of English or social studies classes on such topics as -- Contributions of the cultures of our society. What are Civil Rights? When should we disagree with the group?** **Musical concerts by individuals or visiting groups representing minority groups.** **Showing of carefully previewed films whose content could contribute to better human understanding. A reaction panel of students following the showing of the film may stimulate additional thinking and discussion.** **Lectures by representatives of minority groups may be arranged as a stimulating assembly program. If the students are properly prepared, the presentation by the lecturer may be followed by a question and answer period.** **Samples of descriptive material prepared in English or social studies classrooms depicting the lives of minority group leaders under the title, "Who am I?" may be used as basic material for an assembly. A quiz program resulting from such prepared material could prove to be stimulating.**

SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
Assemblies (cont.)		Skits may be used effectively as assembly programs. "I, too, Sing America," a skit written by Beatrice Young in 1963 depicts the role of the Negro in America. It may be secured upon request from the Director of Educational Service, Illinois Commission on Human Relations.
Displays	Every school possesses display areas----display cases, bulletin boards, etc. These can be effectively used to promote better human relations at selected times during the course of a school year.	Generally speaking, display projects have more meaning and carry-over value when resulting from regular classroom work. However, if such projects fail to materialize, projects assigned on the basis of class, club, etc. may be an effective way to stimulate creative displays.
		Such themes as "Who am I?", "Did you Know?", etc. may evoke creative planning of display areas. The theme, "Who am I?", could use pictures of a minority personality and biographic information to stimulate interest in discovering the identity of the personality The theme, "Did you Know?", would lend itself to a statistical treatment of an item of current or historical significance. A collection of items related to the background and customs of minority groups could provide interesting display make-up materials.

SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
Displays (cont.)		The display of selected examples of art work, poetry, etc. done by members of minority groups should attract attention.
Student Exchange	Such activities as interscholastic athletics, all-city band and orchestra concerts, forensic competition, etc. have made possible the sharing of the various cultures of our community. Activities, when planned and promoted by the school, may do much to improve the cultural understanding among students and faculty.	The suggestions listed below are possibilities for exchange activities. Student council officers Musical concerts Forensic performances Drama productions Art displays Play days Newspaper editorials Other - (Schools are *encouraged to explore* other areas.)
Extra-curricular	Experiences in the student activity program provide opportunities for self-directed specialization in areas of particular interest to individual students. Under competent guidance, students should be encouraged to share in the responsibility for selecting, organizing, and evaluating activities and outcomes. Human relations, when made a part of the extra-curricular program, have a greater chance to be improved within the school.	It is suggested that activities aimed at improving human relations be included in the extra curricular program of the school. Some of these activities might be: Discussion groups on current social problems. Carefully selected groups of students under the direction of a counselor or interested teacher could be organized to help improve the self-image of all children. These groups should be variable in composition, e.g., male, female, racial composition, etc. Over and above the composition of the group is the attitude and atmosphere generated. To be

SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
Extra-curricular (cont.)		successful in this area, one must make use of the principles of group dynamics plus knowledge of the behavioral characteristics and attitudes of all children. Student Council Emphasis should be on involving the council members in helping to work out problems involving students. Committees of the council or of the school could work on ideas and ways of improving all aspects of racial relations in the school. These committees should be multiracial if possible in composition.
Faculty Orientation	Under the leadership of the principal, much needs to be done to orient the staff to the importance of team effort for instruction in human relations. The ideas suggested in the manual should be supplemented by the cooperative efforts of the staff at the school level.	A review of the existing program in the area of human relations should be studied for strengths and weaknesses. The intercultural and interracial manual should be previewed in a scheduled faculty meeting or departmental meetings. There will be great need to study, recommend and procure procure professional and instructional materials in all areas to enrich and supplement the suggested activities listed in the manual. A faculty committee to work with the school librarian is a suggested approach to this important study.

SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
Faculty Orientation (cont.)		Faculty bulletins are suggested as an excellent way to keep the school instructional staff informed of the progress of instruction in human relations within the school. Faculty meetings should be planned to include in-service opportunities in the area of human relations. Such programs should provide opportunity to discuss the social issues of the day and the role of the school faculty member in this changing society.
Parent Orientation	Acquaintance with and involvement in the human relations development program on the part of parents are important steps to be taken if progress is to be realized in the school community.	School initiated group activities involving racially and culturally different parents are encouraged. The utilization of community resource people of different foreign, racial and cultural backgrounds could enrich such a program.
School Publications	School publications may be used to interpret to the school community the philosophy of the school, to bring about changes in attitudes regarding the various cultures of our society, to destroy myths and prejudice, and to establish a tone for living as a school family.	Student Handbook The student handbook sets forth the rules and regulations of the school. When the content of the handbook is presented orally to a class or assembly, it can serve as an instrument through which the philosophy of the school is interpreted to new students. The student handbook may be explained to new students at orientation assemblies. The school's philosophy of student equality should be emphasized.

SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
School Publications (cont.)		Daily Bulletin The school's daily bulletin is an instrument which may be used to help destroy myths and prejudices damaging to good human relations. Frequent messages to the school designed to build ideals and to put ideas in their proper perspective can be carried in the bulletin. Quotes and remarks which foster a better understanding between people may be published in the daily bulletin. School Paper The school paper is read by both students and parents and often by members of the general public. This publication can be used to interpret the school to the community and help to develop favorable attitudes in the area of human relations. Suggestions for the use of the school paper follow: Include feature stories on student achievements, incidents which illustrate cooperative efforts between individuals or groups of different cultural backgrounds, and incidents from history which strengthen an individual's pride in his cultural heritage.

SUGGESTED ALL-SCHOOL ACTIVITIES

Suggested Activity	Explanation of Activity	Implementation of Activity
School Publications (cont.)		Print editorial explaining the significance of cultural differences. Use cartoons which foster friendly relations between different groups.

Suggestions to the Teacher for Use of the Manual
Grades K-6

This resource book is designed to give teachers some suggestions on how intercultural ideas may be presented. There may be more ideas than the teacher will need to use, or there may be areas in which the suggestions may not seem adequate. The teacher will select those which he feels will fill the needs of his particular group of pupils.

Once an idea or suggestion has been decided upon, it should be studied carefully and plans should be made as to how, when, and why this lesson is to be presented. The teacher should take into consideration the pupils and their level of understanding, their background of experiences with other ethnic groups, and their general readiness for acceptance of the ideas to be presented. It is suggested that teachers attempt only a few lessons the first year. One or two lessons well done will have more value than several lessons poorly done.

In the first place a teacher should read, plan, and outline in advance, exactly what is to be taught. This means that he should be familiar with the content to be taught as well as the ultimate purpose for which the lesson is presented. If the teacher is well prepared, the results of the teaching will be satisfactory.

A quotation from John Fischer, President of the Teachers College, Columbia University, points out the importance of some of the ideas which have been included "---if we accept the proposition that children learn from each other, as surely as they do from books, and if we agree that they must learn to live in a multi-ethnic and multi-racial society, it follows that we dare not leave some of their most important learning opportunities to chance."

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KINDERGARTEN

Subject Area or Grade Level	Instructional Activities	Famous Names
Language Arts & Social Studies	1. Read about other families and communities	
	2. Have an "exchange" class in another school. Exchange letters, stories, tapes. Take field trips together. Take snapshots of activities and write stories about them. Write poetry about these activities.	
	3. Use puppets to dramatize incidents from stories which teach attitudes.	
	4. Use role-playing in telling stories of pictures. (The Words & Action Pictures from Holt, Rinehart & Winston are excellent for this.)	
	5. Make picture charts of kinds of work people do--try to use pictures of minority groups in status jobs.	
Early in November	6. Read and (or) tell about the boyhood of George Washington Carver. Emphasize Carver's interest in flowers and plants and also his eagerness to learn and determination to get an education.	George Washington Carver, scientist
Review in April	7. Review Carver's boyhood and his accomplishments. Talk about differences and make them acceptable by recognizing contributions of all of us.	
Science & Math	1. Collect and examine milk-weed pods--let seeds blow away.	
	2. Observe different types of flowers and plants. Identify different parts--roots, stems, leaves, buds.	
	3. Plant seeds.	
Art	1. Draw and paint pictures of flowers.	

KINDERGARTEN

Readings	Audio Visual	Displays
Hanna, Paul and Genevieve Hoyt Anderson, In the Neighborhood, Chicago, Scott, Foresman, 1965	Urban Education Series, John Day Company	
Wilson, Bettye D., We Are All Americans, New York, Friendly House, 1959.		
Hill, Elizabeth Starr, Evan's Corner, New York, Holt, Rinehart and Winston, 1967		
Beim, Lorraine and Jerrold, Two Is A Team, New York, Harcourt, Brace & Co., 1945	Words & Action Role-Playing Photo Problems for Young Children, Holt, Rinehart & Winston.	
Martin, Patricia Miles, The Little Brown Hen, New York, Thomas Y. Crowell, 1960.		
Stevenson, Augusta, George Carver, Boy Scientist, Bobbs-Merrill Co.	Filmstrip (SVE) with record "George W. Carver" SS-1016-FST, 14 min.	
Aliki, A Weed is a Flower, The Life of George Washington Carver, Prentice-Hall		
Haus Guggesheim, The Wonderful World of Difference, Friendly House, New York, 1960		

KINDERGARTEN

Subject Area or Grade Level		Instructional Activities	Famous Names
Art (Cont.)	2.	Cut and paste flower designs.	
Music	1.	Learn and enjoy singing songs of other cultures.	
	2.	Learn games and rhythms which are part of the background of other cultures.	
	3.	Listen to records which help to develop an appreciation of the music of others.	
	4.	Listen to radio programs which emphasize folk music.	

KINDERGARTEN

Readings	Audio Visual	Displays
	The radio program "Sing Along"	

GRADE ONE

Subject Area or Grade Level	Instructional Activities	Famous Names
Language Arts	Experience Charts-- Take polaroid of group. Exchange with "Exchange Friends" (First Grade class in another eco-social area.) Write stories about new friends. Exchange Groups— Write stories as a group. Inquire about school neighborhood children. Children write original stories later in year. Each child may choose specific friend to write a letter, story or send a picture. Make T-V story of Exchange Friends using original script and pictures. Exchange tapes, visits, lunch time, playground experiences, field trips. Oral Expression-- Discussion of Words & Actions pictures. Role playing of experiences with new friends. Read stories about famous Negroes to children. Children write stories about them Children read library books on their level. Make hand puppets, stick puppets, paper bag puppets to tell stories.	Langston Hughes Phillis Wheatley
Social Studies	School Helpers-- Resource people from exchange school and own school. Stories about famous educators and other great contributors. Field trip to visit "Exchange School." Family-- Use "Words & Action" to compare different family groups. Work with pictures of families.	Matthew Henson

GRADE ONE

Readings	Audio Visual	Displays
Koering, Ursula, The First Book of Negroes, Franklin Watts, Inc., New York. Richardson, Ben, Great American Negroes, Thomas Y. Crowell Company, New York. Rollins, Charlemae, Famous American Negro Poets, Dodd, Mead & Co., New York.		
Humphrey, Grace, Stories of the World's Holidays, Milton Bradley Company, Springfield, Massachusetts.	Negroes from American History - 11 minutes, sound, color (Point out that Henson was one of the men on this expedition to the North Pole.)	Display books such as William, Andy and Ramón by Peter Buckley and Hortense Jones, Holt, Rinehart and Winston, New York. Make a display on bulletin board of the many Christmas customs.

GRADE ONE

Subject Area or Grade Level	Instructional Activities	Famous Names
	Our Country-- Read stories about famous people.	
Science	Animals and Their Home-- Farm Unit--Visit farm with "Exchange Friends" Combined field trip. Pets--share pets with each other. Exchange pets for study at exchange school. Write stories about new pets. Draw pictures.	Daniel Hale Williams Charles Richard Drew
	Plants-- Use stories about contributions such as Peanut Butter, Soy Bean.	George W. Carver Percy Jullian
	Machines-- Familiar machines that children know of great Negro inventors	Jan Matzeliger Ben Banniker, clock

GRADE ONE

Readings	Audio Visual	Displays
Stratton, Madeline Robinson, Negroes Who Helped Build America, Ginn & Co., Boston.		

GRADE TWO

Subject Area or Grade Level	Instructional Activities	Famous Names
Language Arts	Communicate with other groups--integrated classroom to be "special friends." Exchange pictures, tapes, visits, lunchtime play periods. Read stories and poems of famous Negroes. Oral expression--discussion of pictures (Urban Education Series) role playing--action and words.	Langston Hughes Booker T. Washington Phillis Wheatley
Social Studies Second Marking Period	Listening to and asking questions of resource persons visiting classrooms. (Resource persons represent--different races.) Example: fireman, policeman, nurse, doctor, minister and parents (with special interest). Learning or listening to stories about people who have made important contributions to society. Take a field trip with important friends from other schools.	George Washington Carver (peanut) Percy Jullian (soybean) Dr. Drew (blood bank) Benjamin Bannaker (clock stop signs) Jan Matzeliger (shoe making machine)
Art Third Marking Period	Make a mural of people around the world. Make art pictures to send to special (second grade) friends in another school. Displaying pictures of well-known artists.	Sidney Poitier (actor, radio, T.V., theater)
Music	Singing Negro spirituals "Go Down Moses," "I Got Shoes," "He's Got the Whole World in His Hands." Use rhythm instruments, rhythms in nature, rhythms in dance, rhythms in childhood, African rhythms.	Johnny Mathis Louis Armstrong Pearl Bailey Nat King Cole Harry Belafonte Duke Ellington Sidney Poitier (Lillies of the Field) Dinah Washington

GRADE TWO

Readings	Audio Visual	Displays
Graham, Shirley, *Booker T. Washington,* Division of Pocket, Inc., New York, 1955 McRae & Blocker, *The American Negro*, Impact Interprises	Use filmstrips, etc. which have integrated pictures. Words and Action, Fannie & George Shaftel, Holt, N.Y.	
Graham, Shirley, *Dr. George Washington Carver*, George D. Lipscomb Jullian Messener, Inc. McRae, Norman & Blocker, Jerry, *The American Negro,* Impact Enterprises. Hughes, Langston, *Famous Negro Heroes of America*, Dodd Mead & Co., 1966.		
	Spirituals: "Train Is a Coming," page 46, *Making Music Your Own --All Night--All Day.* Records: Mahalia Jackson, Marian Anderson, Something from Johnny Mathis, African Folk Songs, *Making Music Your Own,* Here Comes the Road, page 25.	

GRADE TWO

Subject Area or Grade Level	Instructional Activities	Famous Names
Music (Cont.)		
Health & Physical Education	Read stories about outstanding athletes.	Willy Mays Roy Campanella Jackie Robinson Jessie Owens Wilt Chamberlain Joe Louis Althea Gibson (Tennis champion) Dr. Daniel Williams (first successful heart operation in world)

GRADE TWO

Readings	Audio Visual	Displays
	Rhythms of Childhood No. C218R, Ella Jenkins Sings--Childrens Music Center, 5373 W. Pico Blvd., Los Angeles, Cal., 90019	

GRADE THREE

Subject Area or Grade Level	Instructional Activities	
Language Arts Third Marking Period	Read the unit Americans All in the Ginn Basic Readers, Finding New Neighbors. Point out that even though the boys and girls in these stories may be of Spanish or Chinese origin, they are really Americans because this is their home. Explain that in the history of our country the Indians were really the original Americans and that all other people came to the United States as we know it today. Explain why the people of Mexico speak Spanish instead of English and use the example of Miguel, a Spanish American boy in the story El Burrito. Use the story of New Moon and the Dragon to illustrate how the customs of various countries of the world have been brought to America. Point out that when these people of Chinese origin came here they became Americans even though they are Chinese in appearance. Use the poem "Fireworks" to show how Americans came to use fireworks to celebrate holidays. Read about famous ball players and let children report on them. Collect pictures. Read stories and poems about famous Negroes. Read about people who have made contributions in leadership, education and inventions. Ask pupils to report on famous people of different nationalities whom they have seen on television or heard on radio. Find stories which tell how the Pilgrims and Indians helped each other. Select stories from readers which are about Negroes and let pupils read and report on them.	Langston Hughes Booker T. Washington Phillis Wheatley Jackie Robinson Willie Mays Frank Robinson Roy Campanella Bob Gibson

GRADE THREE

Readings	Audio Visual	Displays
McRae, Norman, *The American Negro.* Bontemps, *Famous Negro Athletes* . Rollins, Charlemae, *Christmas Gift.*	Pictures of distinguished Negroes 24 - 11" x 14" or 8 1/2" x 11". The Associated Publishing Inc. 1538 9th Street, N. W. Washington, D. C. 20001	Bulletin board display of figures in the sports world. Make a collection of books on sports for easy reading. Ask the librarian to help.

GRADE THREE

Subject Area or Grade Level	Instructional Activities	Famous Names
Social Studies Fourth Marking Period	Read sections from Evansville and How It Grew about the Civil War and the underground railroad. Write stories about the civil war period. Learn songs of the civil war period and something about how and why they were written. Find out where the grand parents and great-grand parents were born and why they came to Evansville. Select pictures of different nationalities from magazines or newspapers, point out where they live and how and why they dress as they do. Discuss the United Nations and what this organization is and what it tries to do. Find out who some of the famous people are who have worked in the United Nations organization and what they did. Explain what the term "underground railroad" means and how it was used during the civil war.	Harriet Tubman 1826-1913 Robert Smalls 1839-1915 James Weldon Johnson 1871-1938 Martin Luther King 1929-1968 Crispus Attucks ? - 1770 Jean DuSable 1745-1818
Art	Illustrate sports in mural, etc.	
	Murals, pictures integrated with Unit on Evansville Story.	
	Illustrate poems and stories from English unit by famous Negroes.	
	Study bird prints.	John James Audubon
Music	Listen to recordings of Negro spirituals Learn songs from Making Music Your Own.	Marian Anderson Leontyne Price Lena Horne Harry Belafonte

GRADE THREE

Readings	Audio Visual	Displays
Petry, Ann, Harriet Tubman Conductor on the underground railroad (Crowell, 1955). Madeline Robinson Stratton, Negroes Who Helped Build America, Ginn & Co., Boston	Filmstrip with recording--Harriet Tubman. Visit Evansville Museum Pioneer Room and others.	Illustrate scenes from civil war period and places of interest in Evansville related to it.
	Visit Audubon Museum	
Langston Hughes, Famous Negro Music Makers, Mead & Co., New York		Collect pictures of Negroes in the entertainment world from magazines and periodicals for bulletin board displays.

GRADE FOUR

Subject Area or Grade Level	Instructional Activities	Famous Names
Language Arts	Development of Tall Tales (An American Legend)	
	Book Report - Assigned extra reading	
	Wheels and Wings Unit	Elijah McCoy, who made an invention for lubricating engines
	"Success For Little Blacknose"	
Social Studies	Reports: Study of North Pole, Eskimos, Adm. Peary	Henson, Matt
	Life in New York Harlem	
	Washington D. C. -- Also Negro Mayor of D.C.	Benjamin Banneker, laid out Washington
	Unit 14. Washington and the World, sixth grading period	
	Contributions of minority groups to American development and results of racial unrest.	Social Unrest of Past-- Booker T. Washington Sojourner Truth Harriett Tubman Frederick Douglas Negroes in Washington Now-- U.N. Del. Ralph Bunche Sen. Edward Brook Representative Dawson of Illinois Literature-- Richard Wright Paul Lawrence Dunbar W. E. B. DuBois
Science & Math	George W. Carver, report on life and its scientific value. Development of peanut.	George Washington Carver
	Soy bean products--Study of plants	Percy Julian, Chemist
	During the unit on seeds, fifth grading period, Chapter 2. in Science.	George Washington Carver (scientist)
	Unit on Weather and Climate, third grading period	Matthew Henson (explorer)

GRADE FOUR

Readings	Audio Visual	Displays
Keats, Ezra, John Henry Gates, Doris, Little Vic Sterling, Dorothy, Mary Jane Tauchnet, G, Melinda Stories Good Library Reading		Exhibit books written by or about Negro activities. These should be available for reading.
Terry, Ellen, Life In New York, My Dog Rinty Brenner, Barb, Barto Takes a Subway.	Strip film on Matthew Henson Pictures of Distinguished Negroes are available from: The Associates Publishers 1538 Ninth St., N. W. Washington, D. C. 20001	Pictures of Peary's trip to North Pole. Henson accompanied Peary.
White, Anne Terry - G. W. Carver	Strip films available on those men.	Peanut display peanut plant oil butter paint, etc.

GRADE FOUR

Subject Area or Grade Level	Instructional Activities	Famous Names
Health & Physical Education	Physical Fitness	Jackie Robinson other athletes Dr. Chas. Drew Blood preservation Blood plasma Dr. Don Williams noted for heart surgery

GRADE FOUR

Readings	Audio Visual	Displays
Robinson, Jackie, Breakthrough to the Big League Bishop, Curtis, Little League Heroes.		

GRADE FIVE

Subject Area or Grade Level	Instructional Activities	Famous Names
Language Arts First Marking Period	Interview Negro citizens who are prominent in the community, or who have interesting stories or experiences to share.	Phyllis Wheatley - poet William Wills Brown - writer Paul Lawrence Dunbar - poet
Second and Fourth Marking Period	Dramatize historical events in Negro history.	
Third Marking Period	Creative writing on phases of American history involving Negroes.	
Fifth Marking Period	Choral speaking of Negro folk works.	
Sixth Marking Period	Have pupils read and report on biographical sketches of famous Negroes.	
Art Second Marking Period	Posters and dioramas relative to Negro progress.	Henry O. Tanner - painter Edmonia Lewis Richmond Barthe' - sculptor E. Sims Campbell Horace Pippin Marion Perkins Charles White
Third Marking Period	Develop a Negro hall of fame.	
Fourth Marking Period	Murals showing the progress of the Negro	
Fifth Marking Period	Investigate the works of Negro artists.	
Sixth Marking Period	Make clay models of famous Negroes.	

GRADE FIVE

Readings	Audio Visual	Displays
Books for Children: Rollins, Charlene, They Showed the Way (at Central Library - + 920 R) Carruth, Ella, She Wanted to Read (Central - + 921B563c) Courlander, Harold, Ride With the Sun (Folk tales) (at Central and East - + 3982G) Dunbar, Paul L., Little Brown Baby (poetry) (at Central, East, West, Dexter, and Harper - + 811D89Li) Harowitz, Caroline, A Treasury of Hero Stories, (at Central - + 920H816t) Roland, Charlemae, Famous American Negro Poets (Central - + 920R)	Books and materials on Negro life and history. World maps to trace, the history of the Negro. Maps, charts and graphs to trace route of Underground Railroad. Pictures of distinguished Negroes. Record - "Adventures in Negro History" - (available from Pepsi-Cola Company, Washington, D. C.) Filmstrips (from Audio Visual Library.)	Murals Dioramas Posters
Meltzer, Milton, In Their Own Words (at McCullough Library - 326M) Mayer, Edith, Our Negro Brother (McCullough (920M4680) Sterne, Emma, I Have a Dream (McCullough 323.4)	Show pictures of Negro paintings and sculpture.	Clay models Mural, dioramas, posters

GRADE FIVE

Subject Area or Grade Level	Instructional Activities	Famous Names
Music All Marking Periods	Write words of Negro spirituals on board and discuss meaning.	Marian Anderson - contralto
Third Marking Period	Make reports concerning Negro composers.	James Bland (wrote "Carry Me Back to Old Virginny") William Handy "(St. Louis Blues)" Harry T. Burleigh Roland Hayes Marian Anderson Duke Ellington Louis Armstrong

GRADE FIVE

Readings	Audio Visual	Displays
Stratton, Madeline, Negroes Who Helped Build America (McCullough - 920)	Listen to records of Negro composers, singers and instrumentalists.	Music
		Recordings
Hughes, Langston, Famous Negro Music Makers (McCullough 780.82H)	Listen to recordings which use instruments brought to new world by the Negro-- banjo, merimba, drum, Xylophone.	Musical instruments like those brought to new world by Negro.

GRADE SIX

Subject Area or Grade Level	Instructional Activities	Famous Names
Language Arts	Read and report on stories from Negro Periodicals. Use Negro Dialect stories with tape recorder. Use Xmas Gift Collection Stories by Rollins. Have pupils use the library to find books which give contributions of Negroes. Let pupils select one individual and give brief reports on some particular point of special interest.	Langston Hughes Phyllis Wheatley Paul Lawrence Dunbar, p. 28 Booker T. Washington
Social Studies	Role play, "Slave Auction." Invite a Negro doctor, lawyer, or teacher to talk to class about discrimination. Role play, "Spanish Explorers" with Estevanico. Select samples of imports and exports and point out how the people differ in physical characteristics who produced these products. Show why and explain how people depend on each other for these products.	Estevanico Crispus Attucks Frederick Douglas Jean Dusable Jan Matzeliger W. E. DuBois Booker T. Washington Ralph Bunche Thurgood Marshall
Science First Marking Period	Astronomy - study of planetary motions - Time Devices - first clock. Discuss Dr. George Washington Carver's experiments on the peanut. Demonstrate if possible. Have technician from local hospital discuss their blood bank, etc. See page 17 of Science Today & Tomorrow.	George Washington Carver Benjamin Banneker Granville Woods Dr. Charles Drew
Art	Make a montage showing event in Negro history. Exhibit paintings done by Negro artists Exhibit pictures of early Afro-Artifacts	Robert Duncanson Henry O. Tanner, p.29 Wm. Edward Scott Meta Warrics Fuller
Music	Write words of Negro Spirituals on board. Oh, Dem Golden Slippers	Marian Anderson Paul Robeson James Bland

GRADE SIX

Readings	Audio Visual	Displays
Toppin, Edgar A, A Mark Well Made, Rand McNally & Co., Chicago. Rollins, Charlemae- Christmas Gift, Follett, 1963		
Epstein, Sam - George Washington Carver, Garard, 1960. Graham, Shirley - Booker T. Washington, Messner, 1965.	Make opaque presentations of various periods of Negro history. Exploding the Myths of Prejudice Part I & II SS-1027 FST SS-1028 FST	Bulletin board based on famous historical Negroes.
Means, Florences, Carver's George, Houghton, 1952	Benjamin Banneker - Astronomer SS-1018 FST - 14 min. George W. Carver SS-1017 FST - 14 min. With records	Clock model displays. Display peanut and soybean products developed through chemical research.
Hughes, Langston, A Pictorial History of Negro in America, Crown	Exhibit paintings.	Exhibit Negro paintings.
Toppin, Edgar A., A Mark Well Made, Rand McNally Co., Chicago	Recording of Negro artists. Marian Anderson, He's Got The Whole Word In His Hands.	If available display models of early rhythmical instruments.

GRADE SIX

Subject Area or Grade Level	Instructional Activities	Famous Names
Health & Physical Education	Training the body to succeed Study of blood plasma Study of heart Early medicine in U. S. Have an Evansville Negro athlete talk to boys and/or girls.	Willie Mays) Joe Louis) Jess Owens Dr. Charles Drew Daniel Hale Williams James Derham

GRADE SIX

Readings	Audio Visual	Displays
Bontemps, Anna, *Famous Negro Athletes*, Dodd, 1964		Use Negro athlete pictures on bulletin board.

Suggestions to the Teacher for Use of the Manual
Grades 7-12

The need for schools to include the study of cultural minorities in American development places important responsibilities on the classroom teacher. Curriculum materials, oriented to this area are increasing in quantity and scope, Thus permitting enriched programs, but also forcing the teacher to make some important decisions on selectivity and appropriateness.

The curriculum in the seventh through twelfth grades is predominantly subject oriented and this section of the manual is organized to supplement this curriculum organization. Within each subject area many suggestions are listed under the following headings: instructional activities, famous names, suggested student readings, autio visual materials, and display ideas. No effort has been made to design complete teaching units or present horizontal coordination. The teacher may select from these suggestions, and augment with his own ideas, the materials which are appropriate to the class units. The topic of cultural integration must be presented as an integral part of the class--it is not to be singled out as a separate unit or relegated to holiday or special observances. Most of the material listed in these areas is readily available in school libraries.

The following suggestions may guide class implementation.

1. Select materials or topics which are interesting, appropriate, and related to the subject.

2. Use group and student projects and reports, encouraging total class involvement.

3. Exercise care that materials are fresh and new to the student. Avoid, whenever possible, needless overexposure or boring repetition.

All teachers must be aware that intercultural concepts need to be developed in all subjects, lest we short change the student in preparing him for his place in the world. This manual is planned to assist the teacher in accepting this challenge.

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LANGUAGE ARTS

Subject Area or Grade Level	Instructional Activities	Famous Names
11-12 Fiction (Novels)	Have students do some reading in common from such a book as Jubilee, Walker, Marg.	Ertha Kitt Anna Fairborn
	Divide students into groups to study various works of fiction. Have students give an oral report to the class.	Rosa Guy Margaret Walker Kristin Hunter Frank Yerby John Killins
11-12 Fiction (Short Stories)	Introduce Negro Masters of the short story to students.	
11-12 Poetry	Read selections by famous Negro poets and have students take imaginary trips with poets.	Gwendolyn Brooks Langston Hughes Countee Cullen Phyllis Wheatley

LANGUAGE ARTS

Readings	Audio Visual	Displays
Kitt, Ertha, *Thursday's Child*		Bulletin board display consisting of book pockets representing Negro novels.
Fairborn, Anna, *Five Smooth Stones*, Crown, 1966		
Guy, Rosa, *Bird at My Window*, Lippincott, 1966		
Walker, Margaret, *Jubilee*, Houghton, 1966		Use clippings and photographs from newspapers and magazines on local Negro accomplishments.
Hunter, Kristin, *God Bless the Child*, Scribner, 1964		
Yerby, Frank, *Benton's Row*, *The Serpent and the Staff*, *The Vixens*, Dial.		
Killins, John, *Youngblood*, *And Then We Heard Thunder*, Sippi.		
Clarke, John, *American Negro Short Stories*, Hill and Wang, 1967		
Hughes, Langston, ed. *Best Short Stories Written by Negroes*, Little Brown.		
"Children of the Poor," "Song of the Front Yard."	Record - *Anthology of Negro Poets*.	
"I Have Known Rivers," "I Two", "Heritage"	Record - *Spoken Anthology of American Literature*. V.2.	
"Hymn to the Evening," "On Imagination," "Hymn to the Morning"		
Hughes, Langston, *New Negro Poets*, Indiana, 1964.		

LANGUAGE ARTS

Subject Area or Grade Level	Instructional Activities	Famous Names
11-12 Non-Fiction	Have students read and report on topics: Negro Humor Folklore	
11-12 Drama	Read and dramatize scenes from plays. Dramatize a play such as Purlie Victorious by Ossie Davis.	Eugene O'Neill Paul Green Marc Connelly Lorraine Hansberry William Shakespeare

LANGUAGE ARTS

Readings	Audio Visual	Displays
Baldwin, James, The Fire Next Time, Dial, 1963	Film - Negro Heroes from American History, Atlantic Productions, Inc.	
Davis, Sammy, Yes, I Can, Farror and Strauss, 1965		
Rowan, Carl, South of Freedom		
Hughes, Langston, and Arna Bontemps, Book of Negro Folklore, Dodd, 1958		
Hughes, Langston, and Arna Bontemps, Book of Negro Humor, Dodd, 1965		
Sterling, Philip, Laughing on the Outside, Grosset		
Plays - The Emperor Jones		Display pictures of famous Negro actors and actresses.
In Abraham's Bosom (Pulitzer Prize Winner)		
Raisin in the Sun (New York Drama Critics Award)		
Othello	Record - Othello, Encyclopaedia Britannica Films	
Richardson, Willis, ed., Negro History in Thirteen Plays, Associated Publishers, 1935.		
Beier, Ulli, Black Orpheus, an Anthology of New African and Afro-American Stories McGraw, 1965.		

LANGUAGE ARTS

Subject Area or Grade Level	Instructional Activities	Famous Names
9-10 Biography	Report on the lives and accomplishments of famous Negroes Have prominent Negroes from the community lecture on famous Negroes	Dr. Martin L. King Dr. Ralph Bunche Frederick Douglass Jackie Robinson George Henry White Booker T. Washington Louis Armstrong Arthur Ashe Bob Hayes Arthur Mitchell Bishop Harold Perry Harry Belafonte Dorothy Dandridge
9-10 Poetry	Develop an appreciation of Negro poetry through choral reading	James Weldon Johnson Gwendolyn Brooks Arna Bontemps Langston Hughes

LANGUAGE ARTS

Readings	Audio Visual	Displays
Graham, Shirley, There Was Once a Slave (Story of Douglas), Messner, 1947 Graham, Shirley, Your Most Humble Servant, (Story of Banneker) Messner, 1949 Articles from: "Current Biography" "Ebony"		Use record jackets, book covers. Clippings from such magazines as Ebony, Life, Saturday Evening Post.
"Creation" - (poem) "Kitchenette" (poem) Rollins, Charlemae, Famous American Negro poets. Dodd, 1965 Hughes, Langston, & Bontemps, Poetry of the Negro, Doubleday, 1949 Bontemps, Arna, American Negro Poetry, Hill & Wang, 1964.	Record - Spoken Anthology of American Lit. V. 2 "Creation." Record - Anthology of Negro Poets.	Display portraits of Negro Poets such as those from the Afro-Am. Portfolio No. 2 Modern Negro Contributors

LANGUAGE ARTS

Subject Area or Grade Level	Instructional Activities	Famous Names
Fiction 9-10	Have students form a panel to discuss several books by one author. Prepare reports on books of fiction. Dramatize scenes from books of fiction.	
Drama	Read and discuss articles from Ebony on Negro comedians and actors. Encourage students to see the films: A Patch of Blue, Black Like Me, Raisin in the Sun, Imitation of Life, and I Passed for White.	Bill Cosby Sammy Davis, Jr. George Kirby Flip Wilson

Readings	Audio Visual	Displays
Barrett, W. E., Lilies of the Field, Doubleday, 1962		Display pupils' sketches of scenes from junior novels.
Butters, Dorothy, Masquerade, Macrae Smith, 1961		
Colman, Hila, Classmates by Request, Morrow, 1964		
Fair, Ronald, Many Thousands Gone, Harcourt, 1951		
Fair, Ronald, Hog Butcher		
Graham, L. B., North Town, Crowell, 1965		
Graham, L. B., South Town, Crowell, 1966		
Mc Kone, Jim, Lone Star Fullback, Vanguard, 1966		
Sterling, Dorothy, Mary Jane, Doubleday, 1959		
Hill, Grace Livingston, A Patch of Blue, Grosset,	See films mentioned in Instructional Activities	Display pictures of stage sets used in the plays.
Griffin, John, Black Like Me Houghton, 1961		
Hansberry, Lorraine, A Raisin in the Sun, Random House, 1959		

LANGUAGE ARTS

Subject Area or Grade Level	Instructional Activities	Famous Names
7-8 Biography	Read and discuss biographies of famous Negroes during unit on biography	Toussaint L'Ouverture
	Organize panel discussion on famous American Negroes during American Negro History Week.	Frederick Douglass
	Start a vertical file of clippings on famous American Negroes	Jackie Robinson
		Roy Campanella
		Willie Mays
		Martin Luther King
		Althea Gibson
		Mary McLeon Bethune

LANGUAGE ARTS

Readings	Audio Visual	Displays
The Slave Who Freed Haiti		Bulletin board display of famous American Negroes
Frederick Douglass: Slave Fighter, Freeman, Bontemps, Arna Knopf, 1959	Filmstrip - Frederick Douglas from the series Leading American Negroes, SVE, Inc.	Bulletin board display of materials from kit published by Association for the Study of Negro Life and History
Breakthrough to the Big League, Robinson, Jackie, Harper, 1965		Bulletin board display of famous Negro Athletes
It's Good to be Alive, Campanella, Roy, Little, 1959		
The Willie Mays Story, Shapiro, Milton J. Messner		
Famous Negro Athletes, Bontemps, Arna, Dodd, 1964		
Negro Firsts in Sports, Young, A. S. Johnson, Chicago		
Martin Luther King: The Peaceful Warrior, Clayton, Ed. Prentice-Hall, 1964		
I Always Wanted to Be Somebody, Gibson, Althea, Harper, 1958		
Mary McLeod Bethune, Sterne, Emma, Knopf, 1957	Filmstrip - Mary McLeod Bethune, from the series Leading American Negroes SVE, Inc.	

Subject Area or Grade Level	Instructional Activities	Famous Names
7-8 Poetry	Read selections by famous Negro Poets.	Paul Lawrence Dunbar
	Assign students to give oral reports on poets' lives such as accounts in Golden Slippers, Bontemps or Famous American Negroes, Hughes.	Arna Bontemps Langston Hughes Claude McKay
	Work with choral speaking to develop an appreciation of Negro poetry.	
7-8 Drama	Write and dramatize historical events in Negro history.	
7-8 Fiction	Read and give oral reports on books of Negro fiction.	

LANGUAGE ARTS

Readings	Audio Visual	Displays
"Dawn," "Lullaby," "Li'l Gal," "Dark Girl," "Miracles," "Daybreakers," "Youth," "Dressed Up," "The Snail," "After the Winter."	Record - "Negro Poetry for Young People," (Poetry of Hughes, Dunbar, Bontemps, McDay.)	
Newell, Hope, Cap for Mary Ellis, Harper, 1958 Bontemps, Arna, Chariot in the Sky, Holt, 1961 Means, F. C., Reach for a Star, Houghton Durham, Philip, Adventures of the Negro Cowboys, Doad, 1966 Jackson, Jesse, Call Me Charley, Harper, 1945 Jackson, Jesse, Anchor Man, Harper, 1947 Jackson Jesse, My Dog Rinty, Harper Clark, John, ed., American Negro Short Stories, Hill & Wang, 1966		

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
7th.	Discuss the founding of Liberia, reasons and results. Draw a time line showing the emergence of the African republics.	Edward Blyden - Liberian minister. Shaka - chieftain of Zulus Kenyatta - first native president of Kenya Haile Selassie - emperor of Ethiopia
8th.	Draw a time line showing attempts from 1688 to 1793 to abolish slavery. Organize panel discussion on Civil Rights Acts from 1865 to 1968. Discuss the effect of the Dred Scott Decision on the status of slaves. Discuss the contributions that Negroes made to the actual fighting of the Civil War. Discuss the effect that the book "Uncle Tom's Cabin" had on the people of the North and of the South. Student Report: How did the Emancipation Proclamation affect Negroes in free territory and in areas still fighting against the Union? Make a graph showing comparisons between the population of free Negroes and enslaved Negroes.	Exploration Pedro Alonso Nino- explored with Columbus Estavanico-explored New Mexico and Arizona Jean Baptiste Pointe du Sable - founded Chicago Revolution Crispus Attucks - one of 5 Negroes killed in Boston Massacre Prince Hall - Revolutionary War hero Peter Salem - hero at Bunker Hill Lemuel Haynes - fought in Continental Army Civil War Era James Forten - abolitionist and industrialist Sojourner Truth - anti-slavery lecturer Nat Turner - leader of Negro rebellion

SOCIAL STUDIES

Readings	Audio Visual	Displays
Coughlaw, Robert, Tropical Africa, Life World Library Kittler, Glen D., Tour of the Congo, Panorama Hughes, Langston, The First Book of Africa, Franklin Watts, Inc. Quinn, Vernon, Picture Map and Geography of Africa, Lippincott. Simon, C. M., All Men Are Brothers, C. P. Dutton Co.	Films "Africans All," Julien Bryan Filmstrips Africa, Native Tribes - SVE Series "The Nile Valley" "Southern Africa" "Congo Basin" "Living in Eastern & Southern Africa" "Living in North Africa" Colorslide Tour of the Congo.	Bulletin display of pictures from different areas of Africa from the Information Classroom Picture Series.
Buckmaster, Henrietta, Freedom Bound, Macmillan 1965 Durham, Philip, and Jones Everett, Adventures of the Negro Cowboy, Dodd, 1965 Quarles, Benjamin, The Negro in the American Revolution, Oxford, 1961 Quarles, Benjamin, The Negro in the Civil War, Russell and Russell, 1966 Bardolph, Richard, Negro Vanguard, Knopf, 1966 Bontemps, Arna, One Hundred Years of Negro Freedom, Dodd 1961 Salk, Erwin R., Layman's Guide to Negro History, Quadrangle, 1966 McRae, Norman, and Blocker, Jerry, The American Negro, Impact Enterprises, 1965	Films "The House on Cedar Hill" stories of Frederick Douglas and Harriet Tubman. Filmstrip "The Negro in American History," Part I - Legacy of Honor Part II - The Negro in American History NEA Record "The Glory of Negro History" Valiant Company	Bulletin display Negro Leaders of Today Articles on Negro life or culture from Ebony.

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
		Frederick Douglas Abolitionist and orator
		Harriet Tubman Ex-slave who operated Underground Railroad
		Reconstruction Era
		Hiram Revels - first Negro Senator
		Oscar Dunn - Lt. Gov. of Louisiana 1868
		19th Century
		Ebenezer Bassett, diplomat
		Joseph Hayne Rainey - first Negro in House of Representatives.
		Edward Dudley - Negro Ambassador to Liberia
		20th Century
		James Farmer - CORE
		Martin Luther King - Civil Rights Leader
		Ralph Bunche - U. N. Diplomat

SOCIAL STUDIES

Readings	Audio Visual	Displays
Drisco, Carol F. and Toppin, Edgar A, The Unfinished March, Doubleday		
Meiers, Earl S., The Story of the American Negro, Grosset		
Sterling, Dorothy, Freedom Train, Doubleday, 1954. The story of Harriet Tubman.		
Franklin, John H., From Slavery to Freedom, A History of American Negroes, Knopf, 1961		
The Negro in a White Nation, Vol. I, Webster Division McGraw-Hill		
Bancroft, Frederick, Slave Trading In the Old South, Ungar, 1964		
Kugelman, J Alvin, Ralph Bunche: Fighter for Peace, Julian Messner.		
Johnston, Joanna, Together In America, Dodd, 1965 The story of two races in one America.		
Sterne, Emma, The Long Black Schooner, Scholastic Books, 1964.		
Hughes, Langston, A Book of Negro Folklore, Dodd, 1958		

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
World History	Student Report: "Middle Passage," American Heritage, February 1962. Describes horrors of 18th century slave ship.	Ralph Bunche, diplomat
	Research Report: Liberia, a Negro Republic The Negro who has contributed most to all Americans.	Wm. Tubman - President of Liberia
	Maps Prepare a map showing the population of cultural minorities in the United States.	Estevanico - explorer
	Time Line Construct a time line showing the abolition of slavery in the major countries of the world.	

SOCIAL STUDIES

Readings	Audio Visual	Displays
Katz, William, Eye Witness: The Negro in American History, Pitman, 1967. An excellent story of the Negro from exploration to the present.	"Minorities Have Made America Great," 2 filmstrips + 2 records Warren Sloat Prod.	Bulletin board displays: African Art American Negro Art
Bennett, Lerone, Jr., Black Power USA, Johnson Pub. 1966	"The Negro and American Politics," audio tape, Audio Educational Association. A dynamic Negro congressman on Black Power, riots, etc.	
Graham, Loren, South Town Follett, 1958. Easy fiction		

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
Citizenship and Social Studies	Student Reports - Negroes in sports How will education help me to live better? Repare a notebook on famous Negroes of Indiana Collect magazine and newspaper clippings of contributions of Negro leaders. Make a list of words that hurt people. Make a list of words that help people. Role play a situation in which there is a need for acceptance when a new student enters school.	Harriett Tubman Crispus Attucks Booker T. Washington Jackie Robinson Marian Anderson

SOCIAL STUDIES

Readings

"Tonight for Freedom," American Heritage, June '58. An account of a Negro soldier attach on Confederate lines at Ft. Wagner.

"Faces from the Past:, Booker T. Washington," American Heritage, October '62.

"The Washed Windows," American Heritage, December '55. Booker T. Washington was taught that all education is not boredom.

Blocker and McRae, The American Negro, Impact Enterprises, Inc. 1965. Stories of Negroes.

Durham and Jones, Adventures of the Negro Cowboy, Dodd, 1966.

Stratton, Madeline, Negroes Who Helped Build America, Ginn, 1965. An introduction to Negroes' rich contribution to America in fields of science, politics, education, civil rights, and art.

Robinson, Jackie, Baseball Has Done It. Lippincott, 1964

Bontemps, Arna, Story of the Negro, Knopf, 1958

Swift, Hildegarde, North Star Shining, Morrow, 1947

Sterling, Philip, and Logan, Rayford, Four Took Freedom, Doubleday, 1966. Easy but interesting reading.

Great Negroes Past and Present, Afro-American Pub. Co. 1963

"Indiana History Bulletin," January 1963. Indiana Historical Bureau. A special issue on Indiana Negroes

Audio Visual

Filmstrip

"Leading American Negroes" 6 Fs, (record), SVE Very good.

"The Threshold of Equality," McGraw, Hill. Traces Negro history to 1965. Good

"Exploring Moral Values," F's record Warren Sloat Prod. Excellent for Social Studies classes .

"The Story of the American Negro," F's (color) Eye Gate.

Displays

Develop a bulletin board display based on human needs and feelings which are common to all people.

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
United States History and American History	**Student Reports** The Dred Scott Decision The Emancipation Proclamation Scalawags and Carpetbraggers What Are Civil Rights? Are riots civil revolution? **Debate** Resolved: All people have problems. The difference is that some people are able to solve their problems better than others. **Map Study** 1. Prepare a map showing showing slave trade routes to America 2. Locate centers of minority culture in the United States. 3. On a map of a large city, superimpose poverty areas on minority ethnic areas. **Role Playing** Imagine that you are Benjamin Banneker and propose his plan for the creation of an office called Secretary of Peace.	William Whipple - Businessmann and Abolitionist Dred Scott - abolitionist Frederick Douglass Carl Rowan - ambassador Carter G. Woodson - Negro History

SOCIAL STUDIES

Readings

"The Slave Ship Rebellion," American Heritage, Feb. 27. The story of slaves seizing a slave ship

A Leader Ahead of His Time," American Heritage, June 63.

"There was Another South," American Heritage, Aug. 60. Southern opponents of slavery.

"Black Power In A Field of Peril,"American Heritage, December, 63.

Franklin, John Hope, From Slavery to Freedom, A History of American Negroes. Knopf, 1956. Rated as one of the best histories of the 1860-1950 period.

Adams, Russell, Great Negroes: Past and Present. Afro-American," 1964. Biographical sketches.

Edited, A Pictorial History of the Negro in America, Crown, 1967. Prints, woodcuts, photographs. Covers 350 years of history.

Wheeler, L. editor, Peaceable Lane, Simon and Shuster, 1960. Fiction

Griffin, John Howard, Black, Like Me, Signet, 1961. The story of a man who darkened his skin and passed for a southern Negro.

Spencer, Samuel, R., Booker T. Washington and Negroes Place In American Life, Little, Brown 1955.

Sterling, Dorothy, Quarles, Benj., Life Every Vice, Zenith, 1965. Easy reading

Audio Visual

Filmstrips

"Crescendo (color) Friendship Press. Negro protest movement.

"The Negro In American History," NEA

"The Threshold of Equality," (color) McGraw-Hill. Traces Negro history to 1965. Very well done.

Mary McLeod Bethune" (color with record) SVE

"George Washington Carver" (color with record).

Records and Tapes

"The Negro and American Politics" Audio-tape by Congressman John Conyers Jr. Audio Visual Associates - A Negro congressman speaks on riots, etc.

"Great American Negroes" L. P.Alan Sands Prod. Excellent record on lives of Jesse Owens, Bunche, etc.

Film

"The Negro American - W. C. Handy," Bailey Films, 1968.

Displays

Bulletin display of famous Negroes. *

"Display facimiles of American documents important in Negro history.

*24 pictures 8 1/2 x 11 $3.00
Associated Publishers, Inc., 1538 Ninth St., N. W. Washington, D. C. 20001

Wesley, Charles, The Treatment of the Negro American, 1964.

International Library of Negro Life and History, 5 vol. 1968

Mannix, D. and Crowley, M., Black Cargoes, Viking, 1962

Woodson, Carter, The Negro In Our History, Associated Pub.

Kennedy, J. F. D., A Nation of Immigrants, N. W. Anti-Defamation, 1963.

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
Psychology and Sociology	**Student Research Projects or Reports** 1. Culture in city ghettos 2. Statiscal growth of cultural minorities 3. Minorities in our communities 4. Intelligence and Race 5. Minority groups in foreign countries 6. Contrast the socio-economic levels of minority groups in America. 7. The Maynihan Report **Class Division Topics** Should We Hide Our Feelings? When Should We Disagree With the Group?	W.E.B. DuBois, Social Scientist Charles Weaver - Sec. of Urban Affairs.

SOCIAL STUDIES

Readings	Audio Visual	Displays
White, William L. Lost Boundaries, Harcourt, 1948. The account of a New England family who passed for white, and what happened when their Negro background came to light. Rosen, Harry M. But Not Next Door, Oblensky, 1962 Woodward, Comer, The Strange Career of Jim Crow, Oxford University Press, 1908. Griffin, John Howard, Black Like Me, Signet, 1961. The author darkened his skin an investigated life in the deep south. Ashemore, Harry J., The Otherside of Jordan, Norton, 1960. Situations in large northern cities since 1950. Bennett, Lerone, Jr., Confrontation: Black and White, Penquin, 1965. Negro history since Civil War in essay form. Handlen, Oscar, The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis, Doubleday, 1959. Forces at work in New York City area. Osofsky, Gilbert, Harlem, the Making of a Ghetto, Harper, 1966. Wade, Richard, Slavery In the Cities, Oxford, 1964 Frazier, Franklin, Black Bourgeoisie, Collier Books, 1964 Benedict, Ruth, The Races of Mankind, Public Affairs Pamphlet # 85, New York Public Affairs Comm. 1961.	"They Have Overcome," 4 filmstrips and 4 LP records, Warren Sloat. Four modern Negroes present their autobiographies. Gordon Parks - photographer Claude Brown - author Dr. Dorothy Brown-surgeon Dr. James Comer-psychologist "Exploding the Myths of Prejudice," 2 filmstrips and record, WASP. An excellent discussion of prejudice "A Morning for Jimmy," Film, 28 min. (Free) Association Films, Inc. 561 Hillgrove Avenue La Grange, Illinois	

SOCIAL STUDIES

Subject Area or Grade Level	Instructional Activities	Famous Names
Government and Economics American Problems	**Student Reports** 1. Income level of Negroes and other minority groups - contrasted with national level. 2. Employment statistics in major occupational classifications. **Debate** Resolved Civil Rights legislation is ineffective in establishing civil rights.	Edward Brooks, senator Charles Weaver, cabinet member Thurgood Marshall, supreme court judge Ralph Bunche, diplomat

SOCIAL STUDIES

Readings	Audio Visual	Displays
King, Martin Luther, Strike Toward Freedom, the Montgomery Story, Harper, 1968. Story of the early civil rights movement.	"Civil Disorder and Social Progress," tape by Edward Kennedy, Audio Educational Associates.	Prepare a bulletin display of famous Negroes in government.
King, Martin Luther, Why We Can't Wait, Harper & Row, 1964. Birmingham and civil rights.	"Congress and The Civil Rights Movemen " tape, Audio Educational Associates. Congressmen discuss the effectiveness of four civil rights acts.	
McClellan, Grant S. Civil Rights, Wilson, H. W., 1964. A survey of Negro demands for rights.		
Warren, Robt. Penn, The Inner Conflict in the South, Random House, 1956. A noted author's account of his visit to his native home.		
"When Congress Tried to Rule," American Heritage, December, 1959.		
"The Birth of Jim Crow," American Heritage, April 64. (Plessy vs. Ferguson and the "separate but equal" law.)		
Handling, Oscar, Crisis In Civil Rights, 1964.		
Bontemps, Arna, We Have Tomorrow, Houghton, 1945.		
Lewis, Anthony and New York Times, A Portrait of a Decade, Bantom 1964. Max Lerner describes this book as "the best historical account of the Civil Rights Movement.		

MATHEMATICS

Subject Area or Grade Level	Instructional Activities	Famous Names
Grades 7 - 12	Depending on the performance and grade level of the students, the following activities may be carried out as individual reports, displays, or projects. Using statistics from newspaper and magazine reporting, devise charts or graphs showing: 1. Population density of Negroes in American states by census decades 1800-1810-1820, etc. 2. Jewish population in America 3. American Indian population in reservation and urban areas. Discussion may be held on conclusions drawn from these charts. Show statistically: 1. Voting record and percentages of minority groups. 2. Mortality rate based on job or profession, white and non-white, urban and rural, and level of education. 3. Income as reflected by race and education. Look up in a current Yearbook, Almanac, or Fact Book; tables, graphs, charts, and pictograms showing various numerical relationships between and among various racial groups. Prepare Math data by using any combination of the following techniques: simple line graphs, bar graph, circle graph, double line graph, pictogram.	David Blackwell (Probability theory)

MATHEMATICS

Readings	Audio Visual	Displays
Historical Statistics of the United States 1789-1965, Bureau of Census. Historical Statistics of the United States to 1965, Bureau of Census.		Prepare a "Who's Who In Mathematics" bulletin board display showing pictures of mathematicals from many races and countries attached by strings to locations on map.

SCIENCE

Subject Area or Grade Level	Instructional Activities	Famous Names
Grades 7 - 12	Student Reports: The influence of genetics on personality The influence of environment on personality. What is culture? What makes up a culture? Discuss the exchange of blood transfusions and the establishment of a blood bank--interchanging blood from people of different races. Design a ten question culture free test. Include questions that any person, anywhere could answer and score high. Devise a graph or chart showing population dynamics with respect to human ecology and human resources. Include death rates, birth rates, emigration, disease, and immigration.	George W. Carver Ernest Just (Zoologist and marine biologist) Granville T. Woods (inventor) Garrett A. Morgan (invented gas mask) Clarence Larry (inventor) Benjamin Banneker (inventor) Percy L. Julian (chemist) Charles Richard Drew (surgeon) Daniel Hale Williams (surgeon) Norbert Rillieux (chemist) James Forteu Jan Matzeliger Theodore Lawless Henry Blair Ulysses Dailey William A. Hinton Lewis Latimer Elijah McCoy Lewis Temple

SCIENCE

Readings	Audio Visual	Displays
Boyd, William and Asimov, Isaac, Races and People, Abelard-Schuman, 1955		**Collect pictures of Negro inventors and inventions.**
Lisitsky, Gene, Four Ways of Being Human, Viking 1956.		
Scheinfeld, Amram, New You and Heredity, Lippincott, 1950		

ART

Subject Area or Grade Level	Instructional Activities	Famous Names
Grades 7 - 12 Present to any level with the knowledge that the ability of the group will permit varying approaches	Present suggestions of Negro culture, Negroes as subject matter, Negro and African arts at the introduction of each new assignment. Study African arts Make paper mache' masks Model in clay ceremonial gods Carve in soft wood, wax, or plaster figures of icons or gods. Construct musical instruments fashioned after African drums, finger pianos, string instruments, xylophones, etc. Print with silk screens, wood or linodeum blocks designs based on African textile designs. Dye fabrics using the batik method and design of African motifs. Applique cloth with African designs. Create jewelry with African motifs. Design and paint a mural showing the history or progress of the American Negro. Paint compositions with Negroes as subjects; such as Negro soldiers, athletes, statesmen, entertainers, business men, industrialists, educators, scientists, etc. Study the works of Negro artists.	Edward Bannister - (first Negro to receive recognition as a painter: noted for marine scenes) Richmond Barthe' - (sculptor) Aaron Douglas - (muralist) Meta Warrick Fuller- (sculptor) Edmonia Lewis - (first Negro woman artist) Scipio Moorhead - (colonial period painter) Henry O. Tanner - (painter) Charles White - (painter, print maker illustrator and muralist)

ART

Readings	Audio Visual	Displays
Dover, Cedric, American Negro Art, New York Graphic Society, 1960. de Rachewiltz, Boris, Introduction to African Art, New American Library. International Library of Negro Life and History - The Negro in Art and Music, Publishers Company, Inc. Bontemps, Arna, Story of the Negro, Knopf. Gulbok, Shirley, The Art of Africa, Harper, 1965 . Butcher, Margaret, The Negro in American Culture, Knopf. (For teachers) Robbins, Warren, African Art in American Collections, Frederick A Praeger Publishers, 1966.	Information on Negro Art and Filmstrips: Harmon Foundation 148 Nassau Street New York, 10038 (Kit of sculpture available by Richmond Barthe.	Displays associated with activities as listed. Bulletin displays showing Negro art and Negro artists.

MUSIC

Subject Area or Grade Level	Instructional Activities	Famous Names
Grade 7	Construct a musical calendar of great musicians.	Instrumentalists Louis Armstrong Count Basie Duke Ellington Carl Gardner Dizzy Gilespie Lionel Hampton Coleman Hawkins Charlie Parker Art Tatum Composers James Bland Harry T. Burleigh William L. Dawsen R. Nathaniel Dett William Handy James Weldon Johnson William Grant Still "Jelly Roll" Morton Vocalists (Concert) Marian Anderson Grace Bumbry Roland Hayes Mahalia Jackson Leontyne Price William Warfield Vocalists (Popular) Pearl Bailey Harry Belafonte Nat King Cole Sammy Davis Jr. Ella Fitzgerald Lena Horn Ertha Kitt Sara Vaughn Ethel Waters
Grade 8	Present a folk song assembly Study the various types of Negro music including: spirituals, work songs, rhythm songs.	Huddie Ledbetter (Composer, guitarist and vocalist of work songs) Marian Anderson - concert vocalist

MUSIC

Readings	Audio Visual	Displays
Hughes, Langston, Famous Negro Music Makers, Dodd 1955. Adele, Helen, Negro Art, Music and Rhyme, Whiting, Associated Publishers, 1933.	Recordings Choose from current record catalog. An appropriate recording is "Spiritual" by Morton Gould.	Display of book jackets. Display of record jackets. Concert programs. Bulletin Board display of newspaper and magazine clippings.
Toppin, Edgar, A Mark Well Made, Rand McNally	Recording: "Adventures in Negro History, Vol. II, The Frederick Douglas Years," Dist. by Pepsi Cola Co. 500 Park Avenue, N.Y.	Reproduce the chart on page 182, Discovering Music Together Book 8.

MUSIC

Subject Area or Grade Level	Instructional Activities	Famous Names
Grade 8		Wm. Handy - "Father of the Blues" Louis Armstrong - trumpeter Mahalia Jackson - vocalist Harry T Burleigh - composer - arranger

NEGRO SPIRITUALS

Spirituals sprang from the heart of the Negro as outbursts of religious fervor as he labored in the fields of the South. The songs, many of which were influenced by conditions which surrounded the people who originated them, are called SPIRITUALS, JUBILEES, MELODIES, and FOLK SONGS. Any of these is correct. They are called JUBILEES because of a bright ray of hope which is expressed in each song. Regardless of how sad a song may be there is in it always a definite pointing to a great day of Jubilee when all sadness will be turned into gladness. They are called SPIRITUALS because of the deep religious feeling which they express. They are called MELODIES because of the striking melody of each song, which melody is based upon a scale which frequently was of the Negro's own making. Sometimes this scale is pentatonic, sometimes hexatonic with raised sixth or lowered seventh. When a new song began it usually started with a new melody hummed or sung by one person. After the tune was caught the whole group or congregation would join in, increasing the strength of the melody, adding harmonies and sometimes counter melodies. These songs are called FOLK SONGS because they satisfy the scientific definition of the term, which definition is too well known to mention here.

The spirituals express a sympathy of feeling between words and music which is noteworthy. The words, if spoken, convey a certain idea, and the tune, if hummed or played, expresses a similar feeling. The originators of these songs never would have taken words such as "Dey crucified my Lord" and placed them to a happy tune like "Joshua fit the battle." In almost every instance words and music are one as to feeling, and herein is an element of extraordinary value. Some of the songs are sad and some are happy. This is true because of the different ways in which the words of the song, or the stories which the words formed inspired the original singer. In different sections there are slightly different varying melodies of songs which originally were the same. Such is due to the fact that at first the songs were not written down, but were carried from place to place to place in the minds of the Negroes, and frequently a new condition caused a change in tune or text or both.

MUSIC

Readings	Audio Visual	Displays
Lawless, Ray, Folksingers and Folksongs in America, Duell, Sloan, & Pierce, 1965. Courlander, Harold, Negro Folk Music, USA, Columbia University Press, 1963.		
Johnson, James, Negro Spirituals, 2 vols., Viking, 1962		

MUSIC

NEGRO SPIRITUALS (Continued)

Couldn't Hear Nobody
Deep River
Chilly Water
Everytime I Feel The Spirit
Git on Board Little Children
Go Down Moses
Heav'n, Heav'n (I've Got A Robe)
I Know The Lord's Laid His Hand On Me
It's A-Me, O Lord
I Want To Be Ready
Lift Every Good Voice and Sing
Listen To The Lambs - Anthem
Little David Play On Your Harp
Lord, I Want To Be A Christian
Mary and Martha
My Lord, What A Mornin'
Nobody Knows The Trouble I've Seen
O, Mary, Don't You Weep
O, Peter, Go Ring Dem Bells
Plenty Good Room
Rock-A Ma Soul
Roll Jordan, Roll
Sometimes I Feel Like A Motherless Child
Steal Away
The Old Ark A-Movering
Were You There?

BALLADS

Frankie and Johnie
Casey Jones
John Henry

WORK SONGS

Water Boy
Where Are You Hiding
Blow, Boys, Blow
Shenandoah

Subject Area or Grade Level	Instructional Activities	Famous Names
Grades 9-10	Discuss jazz artists and "schools" of jazz. Present dance review or variety show - Charleston - from "Runnin Wild" Black Bottom - from "Dinah" Cakewalk - from Dahomey" Buck and Wing - from "Dahomey" Twist -	**Instrumentlists** Errol Garner - piano Coleman Hawkins - sax Earl Hines - piano Charlie Parker - sax Oscar Peterson - piano Don Shirley - piano Art Tatum - piano Refer to 7th grade list **Dancers** Bill Robinson **Vocalists** Pearl Bailey Shirley Verrett (concert)

MUSIC

Readings	Audio Visual	Displays
Grade 8		
Ulanow, Barry, Handbook of Jazz, Viking, 1957 Berenat, Joachim, The New Jazz Book, A History and Guide, Hill, 1962. Terkel, Studs, Grants of Jazz, Crowell, 1937 Goldberg, Joe, Jazz Masters of the Fifties, Macmillan, 1965 Rose, A. L. Sanchow, New Orleans Jazz, Louisiana University Press. Brand, Oscar, The Ballad Mongers, Funk & Wagnalls, 1962	Commercial recordings	Picture collections of contemporary Negroes in music.

MUSIC

Subject Area or Grade Level	Instructional Activities		Famous Names
Grades 11 - 12	Present musical comedy or review		Oscar Brand
	Creole Show	1890	
	Oriental America	1890's	
	All God's Chillun Get Wings	1920	
	Runnin Wild	1920's	
	Lisa	1920's	
	Dixie to Broadway	1920's	
	Shuffle Along	1921	
	The Emperor Jones	1921	
	Blackbird	1926	
	In Abraham's Bosom	1927	
	Porgy	1927	
	Show Boat	1927	
	Hot Chocolates	1929	
	Porgy and Bess	1935	
	Golden Boy	1960's	
	Make tape recordings		
	Spirituals		
	Work Songs		
	Blues		
	Ballads		
	Selections from Musical Comedy		

MUSIC

Readings	Audio Visual	Displays
Chartus, Samuel, Jazz, A History of the New York Scene, Doubleday, 1962		
Patterson, Lindsey, Anthology of the American Negro in the Theater, International Library of Negro Life and History Publications.		
Jones, La Roi, Blues People, Negro Music in White America, Morrow, 1963		
Myrus, Donald, Ballads, Blues, and the Big Best, Macmillan, 1966		
Butcher, Marj. The Negro in American Culture, Knopf, 1966		
Goffin, Robert, Jazz, Doubleday, 1945.		
Patterson, Lindsey, The Negro In Music and Art, Int. Library of Negro Life and History Publishers, 1967.	Negro Folk Symphony, The by William Dawson	
	Spirituals, Norman Luboff Choir	
Blesh, Rudi, Shining Trumpets, Knopf, 1958. History of Jazz.	Arias, sung by Leontyne Price	
	Selections from "Show Boat" Selections from "Cabin In the Sky	

PHYSICAL EDUCATION

Subject Area or Grade Level	Instructional Activities	Famous Names
Football **7-12**		**Jimmy Brown** **Paul Robeson**
Tennis **7-12**		**Althea Gibson** **Arthur Ashe**
Gymnastics **7-12**		**Pricilla (Toni) Williams**
Boxing		**Joe Louis** **Sugar Ray Robinson** **Henry Armstrong** **Jack Johnson** **Tom Molineux** **Joe Louis Barrows** **Floyd Patterson** **Sonny Liston** **Joe Wolcott** **John Henry Lewis** **George Godfrey** **Peter Jackson** **Joe Gans**
Golf		**Charles Sifford** **Peter Brown**
Soccer		**Pele'**

PHYSICAL EDUCATION

Readings	Audio Visual	Displays
Brown, Jimmy, Off My Chest, Doubleday, 1964 Klein, L., Jimmy Brown, The Running Back, Putnam, 1965 Edited by John P. Davis, American Negro Reference Book, Prentice Hall, 1966		
Toppin, Edgar A. A Mark Well Made, Rand McNally Gibson, Althea, I Always Wanted to be Somebody, Harper, 1958		
"Touring the Big Top," Ebony, December, 1967.		
Refer to pamphlet "Toward Excellence in Cultural Understanding," Columbus Ohio Schools. Hughes, Langston, Meltzer, M. Pictorial History of Negro in America, Crown. Miller, M. Joe Louis, American, Hill and Wang, 1951		
"Soccer (in Brazil)," Christian Science Monitor, Nov. 5, 1964		

PHYSICAL EDUCATION

Subject Area or Grade Level	Instructional Activities	Famous Names
Baseball 7-12		Jackie Robinson Roy Campanella Willie Mays Satchel Paige Bob Gibson Frank Robinson Josh Gibson Elston Howard Ernie Banks
Basketball		Bill Russell Wilt Chamberlain Oscar Robertson Elgin Baylor "Goose" Tatum

PHYSICAL EDUCATION

Readings	Audio Visual	Displays
Bontemps, Arna, Famous Negro Athletes, Dodd, 1964. Davis, Mac, One Hundred Greatest Sports Heroes, Grosset, 1954. Lipman, David, Maybe I'll Pitch Forever, Doubleday, 1962. Fitzgerald, E. Born to Play Ball, 1955, Putnam. Richardson, Ben A., Great American Negroes, Crowell, 1956. Robinson, Jackie, Baseball Has Done It, Lippincott, 1964. Shapiro, Milton, Jackie Robinson of the Brooklyn Dodgers, Messner, 1957. Robinson and Duckett, Breakthrough to the Big League, Harper, 1965.	L. P. Record - "Adventures in Negro History," Highlight Radio Productions, Detroit, Michigan.	Bulletin Board display of Negro baseball players.
Hirschberg, Al., Bill Russell of the Boston Celtics, Putnam 1963.		Bulletin board display of Negro players.

PHYSICAL EDUCATION

Subject Area or Grade Level	Instructional Activities	Famous Names
Track and Field Activities	Student report: Negro athletes in Olympic competition	Alice Coachman (high jump) Mildred McDaniel (high jump) Wilma Rudolph (runner) Wyomia Tyus (runner) Edith McGuire (runner) Willye White (broad jump) Earlene Brown (shotput, discus) Rosie Bonds (hurdles) Jesse Owens Estelle Barkerville Bob Hayes John Thomas Rafer Johnson Milton Campbell Ralph Metcalfe Eddie Talan Harrison Dillard
Dance	Teach folk dances using records of African and American Negro songs and/or dances Use instruments made in art or craft classes as dance accompaniments.	Katherine Dunham Janet Collins (ballet) Pearl Primus Arthur Mitchell Geoffrey Holder Alvin Ailey Donald McKayle Norman de Joie Raven Wilkinson Bill Russell

PHYSICAL EDUCATION

Readings	Audio Visual	Displays
Davis, John P; editor, American Negro Reference Book, Prentice Hall, 1966. Rudeen Kenneth, The Swiftest, Norton, 1966. "Sports Illustrated," August 11, 1958. Bontemps, Arna, Famous Negro Athletes, Dodd, 1964.		Picture display of Negro track stars.
Dunham, Katherine, Journey to Accompong McConnell, Jane T., Famous Ballet Dancers, Crowell. Toppen, E. A., A Mark Well Made. Ebony, January, 1967.		

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Books

Ahman, Mathew, The New Negro, Fides Publishing Co., 1961. A collection of papers dealing with demonstrations-symposium with James Baldwin, Lorraine Hansberry, Alfred Kazin.

Allport, Gordon W., The Nature of Prejudice, 1954, Addison Wesley, Penetrating study of origins of prejudice.

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Bennett, Lerone, Jr., Before the Mayflower: A History of the Negro in America, 1619-1966, Johnson Publishers. A carefully documented account.

Bontemps, Arna, Negro American Heritage, Century-Schoolbook Press, San Francisco, California, 1965.

Children's Services, The; Division of the American Library Association. Selected Lists of Children's Books and Recordings, Office of Economic Opportunity, Washington, D. C, (20506) 1966.

Clark, Kenneth, Dark Ghetto: Dilemmas of Social Power, Harper, 1965. An analysis of the current Negro revolution.

Clark, Kenneth, Prejudice and Your Child, Peter Smith, 1963. Discusses the ways in which children acquire negative racial attitudes in the home, school, and community.

Cohen, Robert, The Color of Man, Random House, New York, 1968.

Clemmons, L., The American Negro, McGraw, Hill, 1965. An excellent book to introduce Negro history.

Crosby, Muriel, Reading Ladders in Human Relations, 1963, A.C.E. Annotated reference to stories and the human values they portray.

Crow, Lester D.; Murray, Walter I.; Smythe, Hugh H., Educating the Culturally Disadvantaged Child, David McKay Company, Inc., New York, New York, 1966.

Cuban, Larry, The Negro in America, Scott-Foresman, 1964. Readings to supplement American History courses.

Davis, John P. The American Negro Reference Book, Englewood Cliffs, New Jersey Prentice Hall, Inc.

Fishel, Leslie, and Quarles, Benjamin, editors, The Negro American: A Documentary Story, Scott, Foresman. A collection of original speeches and letters, eyewitness reports. Very interesting to high school students and adults.

Fleming, Beatrice J., and Pryde, Marion Distinguished Negroes Abroad, Associated Press, Washington, D.C., 1946.

Harlan, Louis R., The Negro in American History, American Historical Association, Washington, D. C. 1965 Publication No. 61.

Hayden, Robert Kaleidoscope, Poems by American Negro Poets, Harcourt, Brace & World, New York, 1967.

Hayinghurst, Robert J.; Bowman, Paul Hoover; Liddle, Gordon P.; Mathew, Charles V.; and Pierce, James V. Growing Up in River City, John Wiley and Sons, New York, 1962.

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Hill, Herbert, Soon One Morning, Knopf, 1963. A collection of writings by 12 Negro authors. Should be read.

Hughes, Langston, Famous American Negroes, Dodd, Mead & Company, New York, 1954.

Jennings, Helen, Sociometry in Group Relations, 1959. A.C.E. Teachers guide to use sociograms.

Kenworthy, Leonard S., Three Billion Neighbors, Ginn & Co., New York, 1965.

A Bibliography by Koblitz, Minnie W., The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten through the Sixth Grade, Center for Urban Education, 33 West 42nd Street, New York, New York (10036)

Lesser & Echel, From Principle to Practice, A Guide to Human Relations Programming With Youth, National Conference of Christian and Jews, 43 West 57th Street, New York.

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Stratton, Madeline Robinson, Negroes Who Helped Build America, Ginn & Co., New York, 1965.

Strom, Robert D., The Inner-City Classroom: Teacher Behaviors, Charles E. Merrill Books Inc., Columbus, Ohio, 1966.

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Sources of Instructional Materials on Negroes, Federal Security Agency, U. S. Office of Education, Washington, D. C. 1951. Suggestions for a curriculum in Negro History.

The Struggle for Freedom and Rights, Detroit Board of Education, 1964. Available from: Mrs. Walter E. Gleason, 1326 Schools Center, 5057 Woodward Avenue, Detroit Michigan 48202.

A Suggestive Outline for the Study of the Negro in History, Missouri State Department of Education, 1941.

The Teacher and Integration, Noar, Gertrude, National Education Association, 1966. The pamphlet is designed to assist the teacher in making classroom integration more effective.

With Focus on Human Relations, Taba, Hilda, 1955, A.C.E. Understanding of the importance of intercultural, intergroup relations.

Evanston Township High School
English Department

Required literature by and about Afro-Americans in our courses of study:

1 English 1 (freshman regular)
2 English 1 (sophomore regular)

April Morning - Fast
Durango Street - Bonham
Harlem Summer - Vroman
Jazz Country - Hentoff
South Town - Graham
North Town - Graham
To Kill a Mockingbird - Lee
A Raisin in the Sun - Hansberry
Black Like Me - Griffin
Sleep In Thunder - Lacy
Cities
Unknown Worlds
I am the Darker Brother
Black Boy - Wright
Reflections on a Gift of Watermelon Pickle
Some Haystacks Don't Even Have Any Needles
Voices, Book 3 and Book 4
Scope
Voices (Formerly Practical English)

3 English 1 (junior regular)

Jubilee - Walker
Beetlecreek - Denby
Choice of Weapons - Parks
Division Street, America - Turkel
The Outnumbered - ed. Brooks
Ebony - for 3 issues
Voices, Book 5

4 English 1 (senior regular)

Native Son - Wright
Black Thunder - Bontemps
Notes of a Native Son - Baldwin
Voices, Book 6

1 English 2 (freshman honors)

To Kill a Mockingbird - Lee
A Raisin in the Sun - Hansberry
Voices, Book 3

2 English 2 (sophomore honors)

Black Like Me - Griffin
Black Boy - Wright
Voices, Book 4
Some Haystacks ...

3 English 2 (junior honors)

The Outsider - Wright
Choice of Weapons - Parks
Division Street, America - Turkel
Voices, Book 5

4 English 2 (senior honors)

Native Son - Wright
The Invisible Man - Ellison
Notes of a Native Son - Baldwin
Voices, Book 6

4 English CL (senior advanced placement class)

Uncle Tom's Children - Wright
Native Son - Wright
The Invisible Man - Ellison
Manchild in the Promised Land - Brown
The Autobiography of Malcolm X
Soul on Ice - Cleaver
Selected plays and poetry of LeRoi Jones

Afro-American Literature (a one semester elective course)

Black Voices - ed. Chapman
Three Negro Classics - ed. Franklin
The Autobiography of Malcolm X
The Learning Tree - Parks
"Blues for Mister Charlie" - Baldwin
Why We Can't Wait - King
Fairoaks - Yerby
An African Treasury - ed. Hughes

NB. The ETHS English Department requires Independent Study projects over and above "homework" and many students do extensive reading in the area of Afro-Am. literature.